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### Dear Colleagues

Happy New Year! I hope you and your families had a fun and restful holiday season and that your students are starting 2008 ready to learn.

I want to bring to your attention the new Assessment Policy revisions announced on January 9, 2008, and repeated below in "Revised Assessment Policy." As you are fully aware, KYAE continues to work with the U.S. Department of Education, Office of Vocational and Adult Education, on this critically important issue. Please make sure you and your staff are fully apprised of the revised form and tracking procedures.

Please plan to send program representatives to the upcoming KAACE Legislative Luncheon at 11 a.m. February 19 at the Capitol Annex Cafeteria. KAACE is inviting one to two staff members and a student from each county to join their legislators for lunch, which KAACE will provide. Legislators will receive an invitation from KAACE, but please follow up by personally contacting your legislators and asking them to attend. It's important to have a great turn-out, so legislators understand the importance of adult education to their counties. Details about the luncheon are available by clicking [here](#). See you at the luncheon!

Sincerely,



### Revised Assessment Policy

The Office of Vocational and Adult Education (OVAE) continues to monitor KYAE's compliance with OVAE-recommended timeframes for administering post-assessments. As announced by e-mail on January 9, at OVAE's direction, a revised KYAE Assessment Policy will be in effect as of February 1, 2008. The changes limit the reasons for a post-assessment exception and ease the tracking requirements.

The major revisions are:

- The only reason to post-test students prior to OVAE's recommended timeframes is the instructor's professional judgment that the student is making gains at an accelerated rate.

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- As post-test scores are entered into AERIN, instructors will be required to explain in narrative fashion the reason for any post-test administered prior to the OVAE recommended timeframes. Checking boxes will no longer be an option.
- The [Post-Assessment Exception Form](#) has been revised and must be used as of February 1, 2008. A hard copy of the revised [Post-Assessment Exception Form](#) or an AERIN print-out is required to be placed in the student folder. *A second copy in the program director's office is no longer required.*

Information about post-assessment exceptions will be added to county performance reports so that program directors can monitor the number and percentage of exceptions granted by instructors. In addition, regional program support associates will monitor the number of exceptions as well as the reasons cited and will be discussing this data with program directors.

The following are links to important information on the revised Assessment Policy, which is effective February 1, 2008. Please print this information and share it with instructors and other appropriate staff.

- [KYAE Policy and Procedure Manual](#), p. 19-26
- [KYAE Post-Assessment Exception Form, revised](#)
- [History of Changes](#) (This document allows providers to compare the previous KYAE policy language with the new language.)

If you have questions, please contact Janet Hoover at [Janet.Hoover@ky.gov](mailto:Janet.Hoover@ky.gov) or (502) 573-5114, ext. 109.

## **New instructional research**

The Center for Applied Linguistics has made available its latest digest, "Effects of Instructional Hours and Intensity of Instruction on NRS Level Gain in Listening and Speaking." The digest reports on a descriptive study examining the relationship between student performance on BEST Plus and NRS level gain and class attendance.

BEST Plus pre-test and post-test data for nearly 7,000 examinees were analyzed to see how their performance at each NRS educational functioning level varied according to instructional hours and intensity of instruction. Results showed that across all NRS educational functioning levels, the greater the number of instructional hours, the higher the percentage of students who made an NRS level gain. There was also a general trend toward greater NRS level gains for students with high levels of instructional intensity than for those with low instructional intensity. Intensity of instruction had the greatest impact on students at the Beginning ESL Literacy, Low Intermediate ESL and Advanced ESL levels. View and download a [complimentary copy](#).

## **Reading comprehension resource**

The Kentucky Institute for Family Literacy (KIFL) has provided yet another wonderful resource in its January 2008 edition of *LitNotes*. This month's edition focuses on reading comprehension and is, therefore, useful to both adult education and family literacy instructors. Check out the January issues and past editions full of very helpful resources by clicking [here](#). Enter a drawing for a literacy resource for your program by taking the survey on the last page of the newsletter.

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## FAQs

KYAE recently received the following question. Please remember to read the Frequently Asked Questions available on the KYAE [Web site](#). The FAQs are regularly updated with new information. Click on Educators and then Frequently Asked Questions. If you have issues you'd like to have considered for inclusion in the FAQs, e-mail [Janet.Hoover@ky.gov](mailto:Janet.Hoover@ky.gov).

### **Q: Is it permissible to use KYAE funds to purchase student incentives for retention purposes?**

A: No, KYAE funds may not be used for this purpose. However, many adult education programs apply for national or local grants to cover the costs of various incentives for students – examples include gas cards, gift baskets and restaurant gift certificates. Many local businesses and organizations are also willing to donate items for such purposes.

Alternative funding sources identified by adult education programs include the following possibilities:

- Local Workforce Investment Boards
- Community banks
- [Dollar General](#) (Click on link for application information – deadline is March 4, 2008.)
- [Wal-Mart](#)
- Local United Way
- [Kentucky Colonels](#)
- [ProLiteracy National Book Scholarship Fund](#)
- Local jails
- Unions

## **New Framework resources – Tools for Learning**

Meryl Becker-Prezocki, curriculum and instruction senior associate, has compiled a [suggested list of resource tools](#) to enhance programs' capacity to work with individuals with diverse learning styles. During student orientation, she recommends that a Learning Style Inventory be administered. The instructor should discuss the results of the survey with the student and discuss and demonstrate the use of the resource tools. Many of the tools have multiple uses. Allow sufficient time for the students to experiment with these. Many students may want to purchase the products that work for them for use at home or on the job.

## **Upcoming reading and writing PD opportunities**

Several exciting new PD opportunities have been developed to provide more in-depth training, a follow-up experience and time in between to reflect and apply new strategies.

### **Reading Diagnostic Assessments**

Go beyond the TABE to discover what may be affecting student reading comprehension. You will learn how to identify the specific skills students may lack so you can choose the most appropriate strategy. Tools will include the Adult Diagnostic Reading Inventory and the Adult Reading Components Study assessments.

**Morehead:** February 15 with a follow-up date March 14.

**Prerequisite:** Orientation to Reading and Writing or Foundations to Reading and Writing Instruction.

**2 days = 5 PDUs**

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### **Instructional Strategies for the Struggling Reader: Literacy Level (3.9 and below)**

Learn how to implement a structured program with literacy-level students. This workshop will be taught by William VanCleave, certified Orton-Gillingham trainer with expertise in learning disabilities. Participants will be provided with specific tools and strategies to begin and advance literacy-level students.

**Bowling Green:** February 7 and 8 with a follow-up date on March 28.

**Prerequisite:** Orientation to Reading and Writing or Foundations to Reading and Writing Instruction.  
**3 days = 5 PDU**s

### **Instructional Strategies for the Struggling Reader: ABE/Pre-GED Level (8.9 and below)**

Learn research-based strategies for advancing ABE students' reading levels. You will identify and practice specific strategies to increase the skills of students in the five components of reading: phonemic awareness, decoding, vocabulary, fluency and comprehension.

**Lexington:** February 21 and 22 with a follow-up April 11.

**Louisville:** March 6 and 7 with a follow-up April 25.

**Prerequisite:** Orientation to Reading and Writing or Foundations to Reading and Writing Instruction.  
**3 days = 5 PDU**s

### **New Teacher Institute**

The New Teacher Institute, originally scheduled for January 17 and 18, has been rescheduled for **February 7 and 8**. If you would like to attend and were not on the original roster, please complete the [application](#) and fax it to Rebecca Nelson at (606) 783-9111. Rebecca will then enroll you in the institute or place you on the waiting list. If you have questions, please contact Rebecca at (606) 783-2026 or Connie Spencer-Ackerman at [c.spencerack@moreheadstate.edu](mailto:c.spencerack@moreheadstate.edu).

### **Upcoming PD workshops**

Please register for these upcoming professional development opportunities on [PDtrack](#).

<b>Date</b>	<b>Workshop Title</b>	<b>Location</b>
2/1/08	Developing Multilevel ESL Learning Stations & Reflection Pools	Versailles
2/1/08	Scoring the GED Practice Test Essay	Henderson
2/5/08	Bridges to Practice – Session I	Frankfort
2/7-8/08	Instructional Strategies for the Struggling Reader (Literacy level)	Bowling Green
2/7-8/08	<a href="#">New Teacher Institute</a>	Elizabethtown
2/8/08	WIN for Instructors	Web conference
2/15/08	Customer Sensitivity and the Assessment Process – Session II	Louisville
2/21-22/08	Instructional Strategies for the Struggling Reader (GED/ ABE level)	Lexington
2/22/08	BEST Plus Implementation Training	Frankfort
2/23/08	Learning Disabilities Association of KY Winter Seminar	Louisville
3/3-4/08	Foundations in Reading and Writing Instruction	Morehead
3/4/08	Bridges to Practice – Session I	Frankfort
3/6-7/08	Instructional Strategies for the Struggling Reader (GED/ ABE level)	Louisville
3/7/08	Foundations in Math – Day 1	Glasgow
3/14/08	Foundations in Math – Day 2	Glasgow
3/14/08	Scoring the GED Practice Test Essay	Morehead
3/28/08	CASAS Follow-up	Bowling Green

TABE and OPT workshops will be scheduled in May or June. Additional details will be coming soon.

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## **GED update**

### **Warning about fraudulent GEDs**

The GED Testing Service (GEDTS) has issued a warning about entities claiming to offer online GED testing. Make sure your students understand that the GED credential cannot be earned via the Internet or through correspondence programs. Please consider forwarding the [warning from GEDTS](#) or a similar warning issued last year by the [Kentucky Attorney General](#) to your local media outlets.

### **Government-issued photo ID required for GED testing**

Adult educators are reminded to confirm that students have appropriate identification at the time of enrollment. Please remind students that a government-issued photo ID is required at each GED test session even if the student is retesting. A student who does not have a driver's license can go to the courthouse to have a photo ID issued. Students younger than 18 will need a parent/guardian signature. There is a charge.

### **GED scores download into AERIN**

Please make sure examinees with a Social Security Number (SSN) include the SSN when they create their record on GED123org. Without a SSN, the scores will not download into AERIN.

- If the student receives an error message "number already in use" when completing the GED123 account, do not bypass the SSN field and complete the registration. Contact the GED examiner.
- An examinee who has taken the GED in Kentucky since 1985 already has a record in the system. Please ask students if they have taken the GED before. Do not create an account for retesters on GED123.org. This will cause scoring delays. Contact the GED examiner.

The best practices are to:

- Have the students complete the GED123.org documents rather than a staff person doing it for them. Simple misspelling of names, transposition of SSN digits and incorrect dates of birth cause problems necessitating changes in AERIN, contacting the examiner and reprinting diplomas and transcripts.
- Caution the student not to leave GED123.org until they have reviewed each field.

### **GED diploma packet**

GED examinees should use a permanent mailing address (an address where they can receive mail the next week) when they create their GED123.org account. KYAE receives a lot of undeliverable mail because the person is no longer at the address on the record. Examinees who pass the GED should receive the diploma packet in seven days. If examinees do not receive the packet in 10 days, they should contact the post office immediately to see if it is in undeliverable batch. If it is not at the post office, examinees should contact KYAE in two weeks to see if the packet has been returned to our offices.

### **E-mail accounts for students**

Please note: Students are **not** required to use GoHigherKy.org for creating an e-mail address for the purpose using GED123.org. If there are not firewall issues, students may use their existing e-mail or create an account at any of the popular e-mail sites, such as Yahoo, G-mail, Hotmail, AOL or others. Use GoHigherKy if there is a firewall issue with using another e-mail service provider.

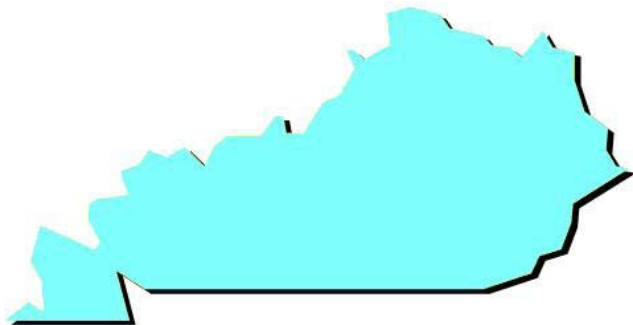


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## The shape of things to come

Adult educators attending KYAE regional meetings in December 2007 provided valuable input on the design of KYAE's content standards. Meryl Becker-Prezocki and Gayle Box of the curriculum and instruction staff thank everyone who took the time and effort to complete the content standards questionnaire – KYAE received 142 completed questionnaires from 104 counties.

Provider input gave KYAE substantial points to consider, and Meryl and Gayle are moving forward with your suggestions. Your feedback will help determine the shape of Kentucky's content standards and, ultimately, student success.



## KYAE Plug-in CD

An updated plug-in CD to run PLATO, WIN and LiteracyLink is ready for download on the [KYVAE Web site](#). This CD is compatible with both Windows XP and Windows Vista operating systems. In order to install the plug-in CD, you will need administrator access to the computer workstations.

If you have questions on the use of this CD, please contact Dave Henderson at [Dave.Henderson@ky.gov](mailto:Dave.Henderson@ky.gov) or (502) 573-5114, ext. 370.

## Newspapers in Education update

Newspapers in Education usernames and passwords for access to the online *Lexington Herald-Leader* were e-mailed to all adult education program directors last fall. Please remember that the county adult education program that utilizes the online *Herald-Leader* most frequently each month receives a \$50 gift card to the store of their choice. So far, Bracken County has received two gift cards, and Wayne County has received one.

On January 15, another 16-page supplement titled 'Math Rules' will be available online. Additional paper copies are available by contacting Erika Larson at (502) 573-5114, ext. 104 or [erika.larson@ky.gov](mailto:erika.larson@ky.gov).

## Affording Higher Education, 2007-08

KHEAA has released a revised version of [Affording Higher Education](#), a book of financial aid programs for Kentucky students pursuing a higher education. The book lists scholarships and financial aid available from state and federal government, public and private postsecondary education institutions and other organizations.

## Adult educator e-mail addresses

Dr. Sandy Kestner reminds all adult educators to update their staff e-mails in AERIN. Because of the connection between PDtrack and AERIN, it's imperative that e-mail addresses in AERIN be accurate and up-to-date.

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## **KEC application**

The KEC application is now posted on the [KYAE Forms](#) Web page. Completed applications should be faxed to KCTCS at (866) 237-3094.

## **PD Connection fall edition**

Reminder: Don't miss "Out of the Box and into a New Framework," the latest [PD Connection newsletter](#). Topics include GED prep tips, math curriculum recommendations, project-based learning, games for the classroom, using newspapers as an instructional resource and reading strategies. Adult educators are encouraged to read and use this quality resource!

## **Mileage reimbursement rate**

The mileage reimbursement rate for state travel will remain at .43 for the first quarter of 2008. More information about travel rates is available by [clicking here](#).

## **Valuable links**

A new Educational Testing Service report, [The Family: America's Smallest School](#), outlines how family and home conditions affect children's cognitive development and school achievement in ways that persist throughout life. The report calls on policymakers to improve home and family conditions to help all students succeed. Critical factors examined in the report include child care quality, parental involvement in schools, parent-pupil ratio, family finances, literacy development, student absences and physical home environments.

The Center for Applied Linguistics is a private, nonprofit organization working to improve communication through better understanding of language and culture. Its [Web site](#) provides a wealth of information and access to many free resources. The following links may be of particular interest:

- [Center for Adult English Language Acquisition](#) – Resources include briefs on a wide range of topics in adult ESL education and research.
- [Literacy education](#) – Resources include a report from the National Literacy Panel and a report on adolescents learning English as a second language.
- [Refugee integration](#) – Resources include information about refugee populations coming to the United States.